Respect • Resilience • Engage • Exc

Churchlands
Primary School

Business Plan *2023 - 2025*

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Our Commitment

The Churchlands Primary School Business Plan 2023 - 2025 encompasses a whole school commitment in creating opportunities for every child to be challenged to achieve their full potential.

We understand and acknowledge the impact and influence we have, and this is central to the development of evidence-based programs, processes and curriculum delivery that challenges every student to be independent, resilient students who understand themselves as learners.

Churchlands Primary School has a reputation for high academic performance, community engagement and commitment to educational and social emotional growth for all students which comes from a focus on collective voice. We have a strong focus on ***Teaching for Impact*** and ***Quality Teaching*** and encompass the highly effective teaching practice through the beliefs, the knowledge and practice of our teachers.

Our whole school pedagogy is developed around continuous cycle of improvement which sits at the heart of our teaching and learning approach. We generate opportunities for students to build on their strengths; to be respectful, resilient, engaged and excel as valued citizens and supporting them to be successful individuals. We are committed to building genuine partnerships with our parents and community. These relationships continue to support the strong school culture of trust and respect.

Our Business Plan communicates to staff, parents and the community the strategic direction of our school and a shared commitment to deliver educational excellence for the future direction of Churchlands Primary.

Our Core Values

We show care and kindness for ourselves, each other, and the environment.

We keep persisting when we are challenged by bouncing back and demonstrating a growth mindset.

We are collaborative and curious about all aspects of our learning and the world around us.

We set goals for ourselves and are motivated to achieve them.

Business Plan *2023 - 2025*

Churchlands Primary Schools' self-assessment cycle is a reflective, rigorous and strategic process to ensure relevant and effective judgements are able to be made about our performance on academic and non-academic achievement. We use the ***Plan, Teach, Assess Cycle*** to ensure we are continually making progress and embedding sustainable and effective change as required in line with our curriculum improvement plan.

High Quality Teachers expect....

Expectations
Student Voice
Equipped
Value Diversity
Inclusion
Communication
Shared Responsibility
Differentiate
Integration
Challenging
Impact
Equity
Wellbeing
Partnerships
Feedback
Agency
Self-Reflection
Respect
Every Child Matters Every Day
Cooperation
Growth Mindset
Collaborate
Successful Life-Long Learners
Seek To Improve
Unlock Learning Potential
Positive Connections

Student Achievement & Progress *2023 - 2025*

Student Achievement & Progress	Targets 2023 - 2025
NAPLAN	• CPS will have more students in the *EXCEEDING* level of achievement when compared to like schools (Y3 &5) • CPS will have fewer students in the *NEEDS ADDITIONAL SUPPORT* level of achievement when compared to like schools (Y3 &5)
PAT • *Reading* • *Numeracy* **Brightpath** • *Writing (Narrative & Persuasive)*	• At least 70% of all CPS students will progress by higher than the Australian Normal Growth for their Year Level
Attendance	• CPS agreed Student Good Standing at 90% or above • Reduce the percentage of in term family holidays
Staff	• Staff Culture Survey reflects a high level of overall satisfaction (4/5) • Staff Health and Wellbeing Survey reflects a high overall rating of satisfaction (4/5) • NSOS (National Schools Opinion Survey 2023)
Students Voice	• Student Health and Wellbeing Survey reflects a high overall rating of satisfaction (4/5) • NSOS (National Schools Opinion Survey 2023)
Parents and Community	• NSOS (National Schools Opinion Survey 2023) • Parent Exit Feedback Survey reflects a high level of overall satisfaction

High Quality Teaching & Leadership

Focus Areas	Committed to *What we will do*	Strategies *What you will see*
Teaching for Impact	**Data informed practice**	• Effective analysis of System (NAPLAN/On Entry) and school data to make decisions on identified gaps and development of conditions for success
	Maintain building a teaching culture of continued improvement	• Curriculum Leadership team (CLT) create an implementation plan for driving and leading curriculum focus and direction • Engage moderation processes through PLC and with Network schools • Scheduled classroom observations aligned to Performance Growth Plans providing constructive feedback on practice and student impact • Initiate the School Culture Survey to assess the culture of CPS staff and identify conditions and aspects that support optimal quality teaching
	Maintain a strong focus on the explicit school wide teaching and learning instruction, processes, and practices **Implementation of intentional teaching and cooperative learning across the school**	• Learning Intentions/Success criteria are explicit and meaningful to the students • Provide students with opportunity to problem solve/ higher order thinking strategies • Use of Gradual Release of Responsibility Model
	Implement school wide *Challenge strategies* with explicit focus on challenging students at all levels of learning	• Development of Challenge strategies for school wide implementation • Differentiation to be evident in classroom planning and practice • Development of whole school approach to High Impact Teaching (HITS)
	Intervention processes from K – Year 2	• Development of targeted strategies that provide effective early support for students transitioning from P – 1

Teaching for Impact

Focus Areas	Committed to *What we will do*	Strategies *What you will see*
Leadership	**Maintain continuous review of Distributed Leadership Model** **Continue to build on opportunities to build capabilities of school leaders and teachers**	• Curriculum Leadership Team (CLT) to support the **CPS Curriculum Improvement Agenda** through strategic and targeted directions • Future Leaders Framework (FLF) used in conjunction with Personal Growth Plans to support leadership aspirations • Continue to provide opportunity for aspirants per 18 months cycle to participate in the Churchlands Network *Aspirants Leadership Programs*

Learning Environment

Learning Environment

Focus Areas	Committed to *What we will do*	Strategies *What you will see*
School Wide Teaching and Leaning practices	**Development of CPS Effective Feedback culture to support the impact of teaching and learning**	• Implement school wide strategies explicitly focusing on effective feedback strategies • Teachers provide regular effective feedback on the task and self-reflection processes. Three way feedback – teacher/student, peer/peer, student/teacher • Students are supported to articulate what they are learning and review and refine on areas for improvement
Student Inclusion	**Embedding a differentiated curriculum**	• Maximise learning experiences for all students through development and implementation of HITS
Culturally Responsive	**Targeted approach in developing the application of the Aboriginal Cultural Standards Framework** **Culturally and linguistically responsive to the diverse cultural backgrounds of the students**	• Aboriginal Cultural Framework is embedded in diverse ways throughout the school supporting students understanding and immersion • Develop further the CPS Reconciliation Action Plan (RAP) Team to develop a CPS RAP Framework to develop strategies and establish strong approaches towards advancing reconciliation • Inclusive curriculum that supports the diversity of the students in classroom practice
PBS / Health and Wellbeing	**Embed further the CPS PBS Framework** **Whole school Health and Wellbeing (H & W) Initiative** **Regular student/ staff health and wellbeing surveys**	• Development and implementation of new Behaviour Management Policy and guidelines aligned to PBS Fram • Develop and implement H & W School Framework for staff and students that aligns to PBS • Develop opportunities for measuring the mental health and wellbeing of students and staff

Community & Partnerships

Focus Areas	Committed to *What we will do*	Strategies *What you will see*
Community Engagement / Communications	**Continue to develop collaborative relationships with the School Board and P & C**	• Broaden the Board and P & C knowledge and understanding of various operational aspects of the school, in particular curriculum • Board and P & C are well versed in the focus and directions of the school to support a collective voice within the community
	Parenting support/programs aligned to need	• i.e., Triple P Parenting Program (PPP) – School Psychologist – Health and Wellbeing/Chaplain Support/ Digital Technology/Cyber Security
	Development of CPS Whole School Effective Community Feedback processes	• Teachers to provide regular and scheduled feedback to students/parents/carers • Families are provided opportunity for feedback through: - 'Exit Feedback Survey' - Biannual National School Opinion Survey
	Implement opportunities to support parents/carers understanding of PBS language	• PBS to be embedded as a whole school community focus through school communication processes

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